

Aim

To learn what society can do in front of wildfire risk.

To engage community actors to take action in wildfire risk prevention.

Description

To prevent the negative effects from a fire, different society groups can engage in management actions.

Linked units

- Unit 5: Preparedness
- Unit 6: Preparedness II
- Unit 8: Aftermath of a wildfire

Type of results

- Group discussion
- Interview involved actors
- Taking action

Material you may need

- Pen and notebook
- Computer to design a brochure and printer.

Scope of impact

- Classroom
- Educational centre
- Household
- Community

Professions related to the topic

- Public administrator
- Politician
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Activity: a case study of a nearby fire

If possible, go to a landscape that has been the stage of an important wildfire (in terms of its impacts on the community). Otherwise, find another place of interest to do the activity. Also, find two people: one linked to the extinction of the fire and another one directly affected by the fire.

Tasks

1. In the classroom, discuss what you know about prevention measures. Then, try to find on the internet a local fire prevention plan or something close to that. (group)
2. With the help of the information you found, develop together a map of actors involved in wildfire prevention. (group)
3. Prepare a list of questions that appeared while doing the map of actors and then add some about what could you, as a citizen, do to take action in fire prevention. (individual)
4. Go to the nearest forest prone to be the scene of a wildfire, if possible. There, a firefighter or other kind of wildfire prevention figure will be waiting for you. Interview them with your list of questions. (group)
5. Involve those responsible for the actions needed.
 - 5.1 Together with the prevention expert, decide an action you will take for fire prevention. It could be anything, but here you have some ideas:
 - If the town hall should clear leaf litter from a natural space in town, demand it through proper petition procedure.
 - If there is a rule to follow for private gardens, design a brochure (or use an existing one) and deliver it door-to-door in a part of the town more likely to be affected by a wildfire.
 - If you or your family and friends have a house with a garden, explain and engage them to take action.

- If there is something that can be done in your school, engage the directory board to do it, and, if possible, include students in the process.

5.2 Also, finish your map of actors with all the information you accomplished to gather.

Complementary or extra activity:

In groups, explain what you have learned and the action you took part in to other courses in your school.